DOCUMENT RESUME

ED 157 308 EC 111 793

AUTHOR De Jong, Sj. J.
TITLE Objectives in Training Special Teachers, As Derived from a Task Analysis of the Teacher.
PUB DATE Jun 78
NOTE 8p.; Paper presented at the World Congress on Future Special Education (First, Stirling, Scotland, June 25 - July 1, 1978)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Foreign Countries; *Handicapped Children; Higher Education; Post Secondary Education; *Teacher Education; *Training Objectives
IDENTIFIERS *Netherlands

ABSTRACT

The author presents some basic viewpoints and a description of objectives related to training of the special teacher in the Netherlands. It is reported that the student teacher is confronted with problems related to three dimensions of his working situation: direct confrontation with exceptional children (the micro-task-field), responsibility for the school as a whole (meso-task-field), and the school in relation to society (macro-task-field). (Author/SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED157308

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C.E.C.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

OBJECTIVES IN TRAINING SPECIAL TEACHERS, AS DERIVED FROM A TASK ANALYSIS OF THE TEACHER

Sj. J. De Jong

Director Institute Special Teacher Training

Katholieke Leergangen

St. Josephstraat 135

5017 GG Tilburg, The Netherlands. (Tel.: 013-436000)

It is not possible to offer you a complete survey of the objectives we try to realise in the student-special teacher. Only about ten minutes are available for this presentation.

I will present you some basical viewpoints and a description of objectives that have, in my opinion, a more fundamental value.

Some Information

- In the Netherlands are two Training Centres for Special Teachers. Each of them has about 800 a 1000 students.
- The training lasts two years, during which about 300 hours can be spent.
- The student-special teacher keeps during his training his full-time job in the field of special or regular education.
- In the Netherlands are 880 schools for Special Education with 7530 special teachers, of which are about 4000 holder of a certificate "Special Education". In regular schools are about 1000 special teachers.
- The age of the children in schools for special education goes from 3 to 21. Those who have had a training for nursery education (pre-school), primary or secondary education can come to our training centre for an additional training for special education for the different types of

EC111793

special schools.

Basical Viewpoints

- Information (knowledge), skills and attitudes obtained by the student-special teacher during his training-period have to be applicable and functional in relation to his working-situation in the school for special education.

  The student-special teacher is trained to become able to detect and to recognise in his working-situation the essential problems to be tackled. He must be trained to formulate these problems in terms and concepts he has acquired from subject matters in the training course.

  In this way a functional circle-process is created between themes from the working-situation and training course activities. Within this circle-process the objectives of the training-course can be realised in the student-special teacher.

- The process of teaching is rooted in a relationship between teacher and pupil. The nature of this relationship is pedagogical. That means a relationship in which the teacher is in such a way present for the pupil that he can find and realise his own identity. In this pedagogical situation the teacher is able to recognise the signs the pupil is sending out to him. So the teacher can really fulfill the needs of the pupil. Looking for a balance between educational and personal values in this fulfillment, the existence of the pupil is criterion and not the school as an organization that has to be managed as smoothly as possible.

- Special Education is defined by the extend of specificity of objectives and educational means and methods.

Special Education is not limited to certain places or organisations. Special Education can be realised in each educational situation. Special Education implies a specific way of teaching and is in its objectives and methods dependant on the special existence of the child that needs specific help.

Educationally there is a continuum going from quite regular to quite special education. During the training of teachers for regular education and special education as well, this continuum has to be made visible as an educational dimension. This is the very reason why training centres for regular teachers and for special teachers have to cooperate.

Objectives in training special teachers

- General objective is an optimal way of functioning in the special teaching situation and psycho-social reality of school. Criterion of optimal functioning lies on the one hand in the teacher's own vision on education and on the other hand in the objectives of the school where the teacher is doing his job. During the course the vision of the student-special teacher, the vision of the school where he is working and the vision of the training centre are open for discussion. This discussion is stimulated. The intention is to learn the student-special teacher to reflect about his own value-system and that of the school. In this relation the so-called "intuitive and practical" approach in many schools is often felt as a handicap in the training situation.

Other Objectives

The already mentioned "pedagogical situation" between teacher and pupil is condition for each teaching process.

To realise such a pedagogical situation it is necessary that the student-special teacher learns to observe himself in his interactions with

his pupils. He has to learn to reflect about his own attitude towards other persons, in particular towards children who are "different". He has to be trained to become conscious of his own presentation towards other persons and learn to observe what picture other persons are getting from him.

In order to realise these kinds of objectives during the course, week-ends are organised in an appropriate institution. During these week-ends a training of interaction takes place. This training is often connnected to practical exercises in musical, pictural and dramatic expression in order to train the susceptibility for non-verbal features of behaviour.

A second condition for realising a pedagogical situtation is the availability of relevant information about specific behaviour characteristics in children. The student has to understand the child in its behaviour. In this connection the student-special teacher gets his lectures in clinical psychology, developmental psychology and child psychiatry. Not as an introduction in the science of psychology, but as far as it can clear the situation in which the teacher finds himself with the child. Moreover a survey of the main streams in methods and treatments are presented under the viewpoint of applicability in school.

- It sounds pretty philosophical to say that each educational situation has to be based on a pedagogical relationship between teacher and pupil. This statement however becomes very specific when you ask teachers on what basis they have chosen for certain school objectives. The situation becomes even frustrating when you ask teachers to put the school objectives in the perspective of the child's past and expected future and its actual family-situation.

The reflection about this kind of questions however makes still clear that educational and pedagogical criteria touch each other in the selection of school objectives. Namely the extent in which school objectives are meaningful, now and in the future.

In selecting school objectives the teacher has to find a balance between the demands of society and the demands of the specific personality of the individual pupil.

It is therfore necessary that the teacher, before starting the teaching-process, has a clear picture of the child. He has to know the level of informations and skills the child has acquired. He has to know the structure in which the child's informations are ordered and catalogued. He must have insight in the way the child is ordering its world on basis of its conceptual development. The teacher must be able to observe the child's approach for the nature of learning-results.

To reach this kind of objectives in the student-special teacher, he is trained to observe the child in the teaching-situation from viewpoints that are derived from the main themes of developmental psychology and learning processes.

Moreover he is informed and practically trained about means of educational diagnostics and programming. In particular the student-special teacher is trained in observing the development of psychological functions that lie on the basis of acquiring the cultural skills as reading, writing and arithmetics.

- The classroom is a part of a wider complex, namely of school as a society of teachers, pupils, other professional workers and parents. The individual teacher has his responsibility for the school as a whole. He

must be able to contribute to curriculum development and he must be able (social skilled) to realise this curriculum with his collegue-teachers.

So the student-special teacher must be trained in an educational way of thinking, must be informed about the several models of curriculum. Moreover, he has to learn to cooperate with his collegue-teachers.

In the Netherlands we sometimes have the situation in school that each classroom is a kind of isolated island. Some teachers seem to feel a kind of professional vulnerability towards each other. These classroom-walls have to be broken down, otherwise we keep the situation that the child goes from one hand to the next hand during its school career.

To finish this very incomplete summing-up of training objectives some words about the task of the teacher in relation to the family background of the pupils.

It is very important to train the student-special teacher in observing and estimating the value-systems that are counting in the families and the social circles of these pupils.

These value-systems affect in a high amount the teaching-situation in school, because they determine the attitudes which the child brings into school. Attitudes towards learning, towards other pupils, towards the teacher, towards that language that is used in school, etc.

The teacher must be aware of these attitudes in the children in order to contribute to a better congruency between school and family background.

I have given you only some objectives and some means to reach these aims. But when can we say that these aims are reached? And when can we say that it was the result of our training? That difficult problem is the subject of the presentation of my friend Dr. Simon Duindam.

Summary

Essential is the general objective to offer the students such conditions that they become more able to reach the objectives of the special school-system where they work.

There is a kind of analogy between the curriculum of the training-centre and the curriculum of the special school-system where the students are working.

The student teacher is confronted with problems related to three dimensions of his working-situation:

1. In a direct confrontation with exceptional children: the micro-task-field.
2. In his responsibility for the school as a whole: the meso-task-field.
3. School in relation to society: the macro-task-field.